

BRAIN-SKETCHING TECHNIQUE FOR DESCRIPTIVE TEXT IN IMPROVE WRITING SKILL AT SENIOR HIGH SCHOOL OF UNISMUH MAKASSAR

*Teknik Brain-Sketsa Untuk Teks Deskriptif Dalam Meningkatkan Kemampuan
Menulis Pada Sekolah Menengah Atas Unismuh Makassar*

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ABSTRACT

The research aimed at improving the ability of the Eleventh grade students of Senior High School of Unismuh Makassar in writing descriptive text using the Brain-Sketching Technique. For the purpose, it employed Classroom Action Research in which the researcher worked in planning, implementation, observation, and reflection on the data collected from the teaching and learning process and the students' writing products. The method of this research is Classroom Action Research that consists of two cycles. One cycle consisted of four meetings. It means that there were eight meetings for two cycles. This classroom action research was done in Senior High School of Unismuh Makassar for English subject. As subjects in this research is class XI IPA 2 in 2012-2013 academic years which consists of 26 students. Those consisted of 14 women and 12 men. The instruments used were writing test and observation sheet. The study was conducted in diagnostic test, cycle one and cycles two, each cycle was carried out in four meetings. The objective of the research was intended to know the improvement of the students' writing ability after using Brain-Sketching Technique at the Eleventh grade students of Senior High School of Unismuh Makassar. The findings indicated that using Brain-Sketching Technique could improve the students' ability in writing descriptive text. Before giving implementation the researcher gave the students diagnostic test and the mean score of diagnostic test was 63.90 as classification "fairly good". Then the researcher conducted the first cycle and the second cycles, and the result showed that the students' scores in the first and second cycles improved. In the first cycle, the mean score of students was 67.22 as classification "fairly good", meanwhile the mean score of students in the second cycle was 71.41 as classification "good. It means that the improvement of students' writing ability from D-Test to cycle I was 5.21%, cycle I to cycle II was 6.22%, D- test to cycle II was 11.73%.

Keywords: Brain-Sketching, Technique, Descriptive, Text, Writing.

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa di kelas XI SMA Unismuh Makassar dalam menulis teks deskriptif dengan menggunakan Teknik Brain-sketsa. Untuk itu, Penelitian melibatkan Penelitian Tindakan Kelas dimana peneliti melaksanakan dalam perencanaan, pelaksanaan, observasi, dan refleksi pada data yang dikumpulkan dari proses belajar mengajar dan produk menulis siswa. Metode penelitian ini adalah Penelitian Tindakan Kelas yang terdiri dari dua siklus. Satu siklus terdiri dari empat pertemuan. Ini berarti bahwa ada delapan pertemuan selama dua siklus. Penelitian tindakan kelas ini dilakukan di SMA Unismuh Makassar untuk pelajaran bahasa Inggris. Sebagai subyek dalam penelitian ini adalah kelas XI IPA 2 pada tahun akademik 2012-2013 yang terdiri dari 26 siswa. Mereka terdiri dari 14 perempuan dan 12 laki-laki. Instrumen yang digunakan adalah tes tertulis dan lembar observasi. Penelitian dilakukan pada tes diagnostik, siklus satu dan siklus dua, masing-masing siklus dilakukan dalam empat pertemuan. Tujuan dari penelitian ini dimaksudkan untuk mengetahui peningkatan kemampuan menulis siswa setelah menggunakan Teknik Brain-



sketsa pada siswa di kelas XI SMA Unismuh Makassar. Temuan menunjukkan bahwa menggunakan Teknik Brain-Sketsa dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif. Sebelum memberikan implementasi peneliti memberi siswa tes diagnostik dan nilai rata-rata dari tes diagnostik adalah 63, 90 sebagai klasifikasi "cukup baik". Kemudian peneliti melakukan siklus pertama dan siklus kedua, dan hasilnya menunjukkan bahwa nilai siswa dalam siklus pertama dan kedua ditingkatkan. Pada siklus pertama, nilai rata-rata siswa adalah 67,22 sebagai klasifikasi "cukup baik", sementara nilai rata-rata siswa pada siklus kedua adalah 71,41 sebagai klasifikasi "baik. Ini berarti bahwa peningkatan kemampuan menulis siswa dari D-Test untuk siklus I adalah 5, 21%, siklus I ke siklus II adalah 6, 22%, uji D- ke siklus II adalah 11, 73%.

Kata Kunci: Otak-sketsa, Teknik, deskriptif, Teks, Menulis.

Writing is important to support learning English especially in enriching vocabulary and gaining a large portion of their education. Therefore, the writer considers that writing could be taught at junior high schools. There are four skill should be mastered in learning English; speaking, reading, listening and writing. Writing will provide a basic for development of other language skills. Due to the importance of writing explained above, the teachers had to develop students' writing ability since it is the first stage they learned English. By developing students' ability to write well, the teachers developed their students' ability to become more independent learners, as the students could be able to reproduce language accurately and refine their understanding of grammar and developed their own vocabulary. The better students improve their writing ability, the better they reach the achievement in writing Teachers, therefore, should explore a new productive strategy in brightening writing classes in order to encourage students in learning writing skill. They should create interesting and entertaining materials to motivate the students' active responds in doing writing exercise. After the teaching and learning process and all the materials were given to the students, there was expectation that students made a progress in their study. To know whether the students made some progress in their study, it was useful for teacher to conduct a test or an examination at the end of a program. So the students were motivated to learn and master the materials which were taught by the teacher.

There were many reasons for getting students' to write, both in and outside class. Writing gives they more thinking time then they get when they attempt spontaneous conversation. This allows them more opportunity for language processing that was thinking about the language. When thinking about writing, it



was helpful to make a distinction between writing for learning and writing for writing. In the case of the former, writing is used as a practice tool to help students practice and work with language they have been studying. When we give example, ask a class to write five sentences using by using a given structure, or using five of the new words they learned. Writing activity like this are designed to give reinforcement to the students. The kinds of writing we ask student to do could depend as most other things do, on their age, level learning styles and interests. We won't get beginners to try to put together a complex descriptive composition in English.

According to the information, the researcher got the real fact of the situation in learning at Senior High School of Unismuh Makassar, The researcher got information from the English teacher on Thursday 14 June 2012, colleagues, and the result of P2K research around 2 months in Senior High School of Unismuh Makassar Which in fact, class XI kept a big potency but they were still have a difficulty in expressing their ideas. The students' ability was still proportional where, there were student which so Predominate the class other student tend to passive. Besides that, based on the data source indicated that the students' mean score was still low (60). Therefore the students' mean score was still low because the successful minimal criterion (KKM) is 65. Based on the explanation above, the researcher intended to improve students' ability to write. It means that the researcher has target to improve the students' mean score in writing until 70.00 through Brain-Sketching technique.

This circumstance opened the researcher mind to take the techniques to maximize their potency. In this case, the researcher found a good way to improve the students' writing ability through Brain-sketching technique.

DEFINITION OF BRAIN-SKETCHING TECHNIQUE

The technique trains the student's brain to visualize any Concept as a model and connect it to key words. It requires action in two ways: first to start with any concept, event, process, or structure and simplify it to essentials in a sketch, and second to engage hands and motor-learning brain areas in repeated sketching and writing. Brain-Sketching technique is one of the interactive techniques that is found by Van Gundy, at Lesley University. The Brain-sketching



techniques can help the teacher to make an interactive and fun teaching process. Which it can stimulate the student's creativity and their imagination. This technique the students Pass evolving sketches rather than growing written of ideas around the group. As usual with most brain-writing techniques, only limited facilitation skill is needed. Sketching is a design technique for outlining thoughts quickly without considering rules for appliance. Sketching is ubiquitous, which means in some sense that it is practical by merely using hands and by using at least a pen and a sheet of paper even without having professional drawing skills. This technique can be applied individually or collectively and the resulting design Place and object.

1. The teacher delivers competency that the students want to achieve
2. The teacher explains the material based on the material topic.
3. The Teacher asks the students to make a group of 4-8 people.
4. The students sit around a table, or in a circle of chairs.
5. The problem statement is agree, and the students in the group discuss until understand.
6. Each student draw one sketch
7. The students take the sketches pass on the person on their right than develop the idea in their friends' sketches.
8. Finally the teacher asks the students to describe their sketch into descriptive text.
9. The teacher collected the student's paper.
10. The teacher gave correctness.
11. The teacher make conclusion.
12. Close

Functions of Sketching

Sketches make it easier to explain a technical point.

1. Sketch is seen as essential to creativity in design place, object and people.
2. Sketches provide a means to store design ideas, so that they can be revisited at a later point in time.



Externalization with Sketching

Externalization is considered as a design related activity, where creative people try to explore and to find a solution for a problem. There may be various techniques for externalizing thoughts, however only considers paper-based sketching, as sketching is seen as design. The nature of sketching encompasses individual as well as collaborative creative activities, which means that inter-personal interactions (e.g. Verbal as well as non-verbal communication) are a part of and affects the productivity of collective idea generation, even negatively. Thus, this section is concerned with investigating the social influences on the group effectiveness and approaches the important question why group work affects creativity and innovation in a negative way. Many researchers, especially social psychologists, studied idea generation meetings and they identified processes that are mainly responsible for the productivity loss in problem solving meetings. This fact, that the presence of other people have effect on emotion, thoughts and creativeness, engaged also the interest of Warr and O'Neill to study the procedures of social creativity and to understand the nature of design. Therefore, they studied several empirical investigations that have been performed over the last 50 years (including the studies of Diehl & Stroebe), and they noted that these empirical investigations challenge the productivity of group performance in comparison to individual performance (individual working persons created more ideas with more quality) consequently, Warr and O'Neill posed the question are more heads better than one? On the other side, Warr and O'Neil also theorized that groups could have the potential for creating more meaningful ideas, due to the fact that multiple persons can share their knowledge. For instance, the group members can combine their ideas and thoughts. This theoretical potential of group creativity and illustrates a Comparison between an individual and a group related idea generation process.

DEFINITION OF WRITING

The meaning of writing according to the Oxford Learner's Pocket Dictionary (2005:502) is produce something in written form so that people can read. According to Oshima and Hogue (1997:2) states' writing is developing of the activity. It means that when we want to write down for the first time, we



should know about what will we want to write. The process of the written is how to create the creative idea and write down it into essay form Gebhard (1996:222). According to Smalley and Rutten in Astuti Azis (2004:5) states that characteristic of the good paragraph will be started with developing of main ideas or fundamental of the sentence.

Random House in Nurhawaeni (2004:35) states that in improving the students' proficiency there are many aspects in developing ideas and concept. When the students are writing for writing, we will want to involve them in the process of writing. Writing is complex, in addition to the knowledge of vocabulary, grammar, and syntax, writer must also has a good knowledge of other writing mechanics such as the use of punctuation, capitalization, question mark, and etc. these mechanic are used to reveal syntactic structure Fromkin ad Rodman in Fatmawaty (2009: 25).

Richard, (1997:98) states that writing is a way of expressing thought from mind to printing materials. We can state that writing is a kind of activity where writer puts all the ideas in her mind to a paper from words to sentences, sentences to paragraph to essay. Kroma (1988:37) argues that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper (print) from words to sentence, sentence to paragraph and from paragraph to essay. So, when writing, there are two problematic areas namely what to write and how to write it, which become two competences for a writer, reference or knowledge of language and knowledge of reference or language and thought (Brown, 1987:56). It is then understandable that linguistic skills are meant as the ability to manipulate the rules of language usage conventionally, while extra-linguistic system or knowledge of word refers to what the writer knows about the subject to write. In other word, expressed that writing enables the human being to communicate and express their feeling and opinions, writing is a means of both communication and self-expression (Pincas, 1987:6). Byrne (1980:14) states that writing is the act of forming. Graphic symbols, that is letter or combination of letter in which relate, to the sounds when the writers make in speaking in their sense, the symbols have to be arranged according to certain contention to form word and words have to be arranged to form sentence.



Purpose of Writing

Meyer (1992) categorizes the purpose of writing into three categories, to persuade, to inform, and to entertain.

1. To inform

The writer generally explains or describes an idea, a process, an even, a belief, a person, a place or thing to give information. The writer also gives the facts and explains its causes.

2. To Persuade

A writer tries to change the audience or behave differently. In this sense, the writer appeals to the readers' logic or emotion.

3. To Entertain

The writer gives some efforts to make the reader laughed, smiled, fascinated, surprised or even angry. Based on the purposes that stated by Meyer above, the researcher concluded that the writing that we make should inform something to its readers. In addition, the writing is hoped that it can influence the reader's mind. In this case, it can persuade or entertain them.

Component of Writing

Jacobs et al (1981: 31) points out five kinds of components in writing. They are content, organization, language use, vocabulary, and mechanics.

1. Content

The content of writing should be clear for the readers so that the readers can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

a. Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she



should not include the sentences that do not support the main idea of the topic sentences.

b. **Completeness**

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

2. Organization

In organization of the writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this organization is mainly recognized as order. There are two parts of organization in this case, they are below:

a. **Coherence**

Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherence paragraphs is each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the writers through essay to follow sentence paragraph.

b. **Spatial order**

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the writers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

3. Language Use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. Specific noun and strong



verbs give a reader a mental image description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. A modifier can be phrase. There are many opportunities for errors in use of verb and mistake in arrangement are very common. Mistake in written work and however, are much serious, and science we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject- verb agreement, and pronoun antecedent agreement in a case of noun and pronoun.

In this part also the writer should care about vocabulary. Vocabulary is one of the language aspects dealing with the process of writing study. In the process of writing, the writer always thinks about putting words into sentences and then putting sentences into paragraphs until they can create a piece of writing. So, mastering word choice can help us to develop our writing.

4. Vocabulary

Vocabulary is one of t language aspect dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing. It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary. Vocabulary as one of the important components of writing should take in to consideration by the English leaner and English teacher, because there is n doubt that learning the words of the language.

5. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials.

DESCRIPTIVE TEXT

Descriptive text is a text that describe about people, place, and object. Description appears in almost writing because writers try hard to create word image of ideas that convey. A descriptive text is a word picture of an object, a scene or a person. Its sensory details usually create particular mood (Littell, 1981:46). In order to write an effective description, you need to explore both the



details and the feelings related to your experience. Begin by selecting details that appeal to all the sense-sight, hearing, touch, taste and smell. Because your senses are what tell you about your surroundings, use them to provide the vivid details of description. Select specific sensory words that will bring an experience to life. Work from the vocabulary of the sense that you have been building.

1. Dominant Impression

The first sentence or even the first word of a description may establish the dominant impression succeeding will then reinforce and expand it by supplying further information and feeling in details. In order words, the sentence of the text. (Wishon, 1980:130)

2. Mood

A mood is feeling that goes beyond measurable physical appearances. Feelings and emotion such as joy, happiness, fear, and land anxiety evoke or create mood. Mention of good or bad qualities mat contribute to establishing the general mood. (Wishon, 1980:130)

3. Logical Development

A good piece of descriptive has some logical plan development. The writer tries to give a picture of impression of person, place, or thing but, unlike the photographer or the painter, who as chemical or pigments to work with; the writer has only words to use. Therefore, to be effective, written description should have an efficient, sensible, carefully through-all, logical plan. The writer must-have a vantage pint step by step. Or the writer may start with the specific details and conclude with a dominant impression. (Wishon, 1980:130)

In connection with statement above, the writer concludes that a descriptive text is a text that describe about dominant impression (information), mood (feeling or emotion), and logical development (people, place, things). The writer tries to give a detail about writing that can support this writing clearly.

Types of Description

1. Objective Description

Objective description is based purely on observable details: it is not colored by writer emotion or like and dislikes. Objective description records exactly



see from the writer' vantage point. Some descriptive have not topic statement, however they always begin with some kinds of orienting statement, because the goal of such the description is merely to catalog the details of subject so that reader can visualize it (Lennon in Pammula, 2010).

2. Subjective Description

Subjective description can be defined as that which has descriptive details by Colored by personal impression, the usual goal of subjective description is to create a mood or to share feelings.

METHODOLOGY

This research was a classroom action research. The action was given in the form of Application Brain-Sketching technique which contained of two cycles, with each phase of the cycle include: 1) Planning, 2) Action, 3) Observation and evaluation, 4) Reflection.

Cycle I

The activity in this research has four times each cycle and then has stages as follows:

1. Planning

- a. Before beginning the learning, the teacher analyze syllabus to know the basic competence by using Brain-Sketching technique.
- b. Made lesson plan used Brain-Sketching technique.
- c. Made observation sheet to know the students' activeness in teaching and learning process.
- d. Made research instrument to measure the students' achievement in using descriptive text in writing.

2. Action

In this activity it had scenario learning process which was based on Brain-Sketching technique

- a. Conducted diagnostic test to determine students' prior level.
- b. The teacher delivered competency that the students want to achieve
- c. The teacher explained the material based on the material topic.
- d. The Teacher asked the students to make a group of 4-8 people.
- e. The students sit around a table, or in a circle of chairs.



- f. The problem statement was agreed, and the students in the group discussed until understood.
- g. Each student drew one sketch.
- h. The students take the sketch passed on the person on their right then develop the idea in their friends sketch.
- i. Finally the teacher asked the students to describe their sketch into descriptive text.
- j. The teacher collected the student's paper.
- k. The teacher gave correctness.
- l. The teacher made conclusion.
- m. closed

3. Observation and Evaluation

At this step of the process carried out observations on the implementation of measures by using observations sheet that had been made through observations of students during the learning process, while the results of actions were taken from evaluation at the end of the test cycle, to measure the student's achievement after implementing the Brain-Sketching technique.

4. Reflection

Reflection aimed to see the result of the first cycle action process, analyzed, and concluded tentatively the action in the first cycle. After collecting the data, there was improvement that the students got after applied Brain-sketching technique. The students' mean score improved from 63.90 became 67.22. Finally, the researcher decided to make the next plan (re-planning) in continuing research to the next cycle.

Cycle II

The activities that had been done in this stage as follows

1. Planning

The activities that is done in this stages as follows

- a. Made the lesson plan for the implementation of action.
- b. Made the observation sheet to measure the activeness of students.
- c. Made the sheet of students' assessment to measure the students' achievement in writing both organization and content.



2. Action

In this stage, action was done to improvement of the students' result based on reflection in cycle I. The stages had the same procedure but different variations the procedures are namely:

- The teacher delivered competency that the students want to achieve
- The teacher explained the material based on the material topic.
- The Teacher asked the students to make a group of 4-8 people.
- The students sit around a table, or in a circle of chairs.
- The problem statement was agree, and the students in the group discussed until understood.
- Each student drew one sketch.
- The students take the sketch passed on the person on their right then develop the idea in their friends sketch.
- Finally the teacher asked the students to describe their sketch into descriptive text.
- The teacher collected the student's paper.
- The teacher gave correctness.
- The teacher gave a reward for the students
- The teacher gave motivation for the students
- The teacher made conclusion.
- Closed

2. Observation

Observation was collecting data activity related with the learning English process which has been solving problem and learning strategy. So, in this stage the research asked the students to collect their final writing, to measure the student's achievement after implementing the Brain-Sketching technique.

3. Reflection

Reflection was done to see the whole cycle action process. The researcher analyzed the second cycle as consideration matter whether cycle reached successful criteria based on the test and observation result. And from the result of this research, the researcher could write conclusion that Brain-sketching technique improve the students' ability to write descriptive text. It was proved by the



students' achievement in cycle II which exceeded the target of mean score (70) became 71.41.

Research Variables and Indicators

The research variables consisted of content and organization with the indicators as follows:

- a. Indicators of the content were unity, clarity, logic, communication, meaningfulness, knowledge and relevance with the topic in descriptive text.
- b. Indicators of the organization were coherence, evidence, and smooth in descriptive text.

Research Instrument

There was an instrument used namely writing Test. Test aimed to get information about students' improvement after teaching learning process end. The researcher used writing test to asses and examine the students' achievement. The researcher gave test in each cycle to find out how was the students' improvement in using descriptive text in piece of writing and effectiveness of implementation Brain-Sketching Technique. The test was given in the last meeting of each cycle.

Table 1. Unity

Classification	Score	Criteria
Excellent	90-100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Very Good	80-89	Some transition of ideas evidence.
Good	70-79	There are few transitional markers or repetitive transitional markers
Fairly Good	60-69	No transitional markers.
Fair	50-59	No evidence of concepts.

(Harmer, Jeremy 1987) in Satriani (2010)

Table 2. Clarity and Meaningfulness

Classification	Score	Criteria
Excellent	90-100	Meaning is conveyed effectively.
Very Good	80-89	Meaning is conveyed but breaks down at items.
Good	70-79	Meaning is frequently clear.
Fairly Good	60-69	Meaning is unclear.
Fair	50-59	No complete sentences are written.

(Harmer, Jeremy 1987) in Satriani (2010)



Table 3. Logic, Communication, and Knowledge.

Classification	Score	Criteria
Excellent	90-100	Shows a clear understanding of writing, topic and main idea.
Very Good	80-89	Shows a good understanding of writing, topic, and main idea development.
Good	70-79	Shows some understanding of writing, topic and main idea, less development.
Fairly Good	60-69	Shows a little evidence of discourse understanding.
Fair	50-59	No evidence of concept of writing.

(Harmer, Jeremy 1987) in Satriani (2010)

Table 4. Relevance with the topic

Classification	Score	Criteria
Excellent	90-100	Contains some ideas more than 5 paragraphs and they are coherence with the topic.
Very Good	80-89	Contains some ideas 4 or 3 paragraphs and they are coherence with the topic.
Good	70-79	Contains some ideas 4 or 2 paragraphs but they are not really coherence with the topic.
Fairly Good	60-69	Contains some ideas 3 or 2 paragraphs and they are not coherence with the topic.
Fair	50-59	No complete sentences are written.

(Harmer, Jeremy 1987) in Satriani (2010)

Table 5. Cohesion and Coherence

Classification	Score	Criteria
Excellent	90-100	Organization is appropriate in writing (good grammatical) and contains clear introduction, development of idea, and conclusion (close relation each other).
Very Good	80-89	Events are organized logically, but some part or the sample may not be fully developed and rarely grammar.
Good	70-79	Organization may be extremely simple or there may be evidence of disorganization. There are several ungrammatical sentence, but still understandable.
Fairly Good	60-69	Sample is compared if only a few disjointed sentences.
Fair	50-59	No complete sentences of writing.

(Harmer, Jeremy 1987) in Satriani (2010)

Table 6. Evidence and Smooth

Classification	Score	Criteria
Excellent	90-100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Very Good	80-89	Some transition of ideas evidence.
Good	70-79	There are few transitional markers or repetitive transitional markers
Fairly Good	60-69	No transitional markers.
Fair	50-59	No evidence of concepts.

(Harmer, Jeremy 1987) in Satriani (2010)

Procedures of Collecting Data

1. Data source: The data source in this research was the eleventh grade students of Senior High School of Unismuh Makassar.



2. The way in taking data.
 - a. Data learning outcomes obtained through the final test cycle.
 - b. Data on teaching and learning situation obtained during the action learning process by using the observation sheet.
 - c. Data about the reflection and the changes that occurred in the classroom was taken from the implementation of action through the notes.

The researcher used writing test to asses and examine the students' achievement. The researcher gave test in each cycle to find out how was the students' improvement in using descriptive text to write a piece of writing and effectiveness of implementation Brain-Sketching Technique.

Technique of Data Analysis

The data got from cycle I and cycle II were analyze through the following steps:

1. To calculate the mean score of the students' writing test, the researcher uses the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notation:

\bar{X} = Mean Score

$\sum X$ = Total Number

N = The number of sample

(Tiro, Muhammad Arif and Baharuddin Ilyas, 2002: 69)

2. Calculating the percentage of students' activeness in learning process, the researcher uses the following formula:

$$P = \frac{F}{4 \times N} \times 100$$

Notation:

P = Percentage

F = Frequency of students' activeness

P = Number of students

(Sudjana in Saleha, 1999)

3. To calculate the percentage of students' improvement, the researcher uses following formula:



$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Notation:

X_1 = Score of Cycle I

X_2 = Score of Cycle II

P = Percentage

(Gay, 1981)

FINDINGS AND DISCUSSIONS

This chapter particularly presents the finding of the research cover with the description of the students' improvement in organization and content. In the discussion part, the writer described the findings in detail.

Findings

1. *The Improvement of the Students' Content through Brain-Sketching Technique.*

The use of Brain-Sketching technique in the form of teaching strategy of English Writing skills could improve the students' content. It was proved by the writing test as indicated by the significant difference between the score of the diagnostic test and the result of cycle I in the following table.

Table 7. The Students' Improvement in Content

Indicators	Students' Score			Improvement (%)		
	D-Test	Cycle I	Cycle II	DT→C.I	C.I→C.II	D.T→C.II
Unity	63.65	66.73	70.76	4.83	6.03	11.17
Clarity and meaningfulness	64.80	66.73	71.53	2.97	7.19	10.38
Logic, communication, knowledge	63.84	65.96	70.57	3.32	6.98	10.54
Relevance with the topic	63.26	66.53	72.30	5.16	8.67	14.29
$\sum \bar{X}$	255.55	265.95	285.16	16.28	28.87	46.38
\bar{X}	63.88	66.48	71.29	4.07	7.21	11.59

The data in the table above shows the students' writing skill in content as the result of calculating of the diagnostic test and students' test at the students' writing skill by using brain-sketching technique, where the students' score in diagnostic test is different from the students' test in cycle I. The mean score in



diagnostic test is 63.88, in cycle I is 66.48 and in cycle II is 71.29. The assessment of cycle II is greater than cycle I and diagnostic test ($71.29 > 66.48 > 63.88$) and classified as good. And then, improvement from D – test to cycle II is greater than D – Test to cycle I ($11.59\% > 4.07\%$) and classified as fairly good to good.

2. *The Improvement of the Students' Organization through Brain-Sketching Technique.*

The application of Brain-Sketching Technique as one of teaching technique of English writing can assess the students' progress of writing skill to the good organization with the writing test as indicated by the significant difference between the mean score of the diagnostic test and the result of the cycle I to cycle II as shown in the following table.

Table 8. The Students' Improvement in Organization

Indicators	Students' Score			Improvement (%)		
	D-Test	Cycle I	Cycle II	DT→C.I	C.I→C.II	D.T→C.II
Coherence	64.80	67.11	70.96	3.56	5.73	9.50
Evidence and smooth	63.07	68.84	72.11	9.14	4.75	14.26
$\sum \bar{X}$	127.87	135.95	143.07	12.7	10.48	23.76
\bar{X}	63.93	67.97	71.53	6.35	5.24	11.88

The data in the table above shows the students' writing skill in organization as the result of calculating of the diagnostic test and students' test at the students' writing skill by using Brain-Sketching technique, where the students' score in diagnostic test is different from the students' test in cycle I and cycle II. The mean score in diagnostic test is 63.93, the students' test in cycle I is 67.97 and cycle II is 71.53. The achievement of cycle II is greater than cycle I and diagnostic test ($71.53 > 67.97 > 63.93$) and classified as good. And then, improvement from D – test to cycle II is greater than D – Test to cycle I ($11.88\% > 6.35\%$) and classified as fairly good to good.

3. *The Improvement of Students' Writing Ability*

The application of Brain-Sketching Technique as one of teaching technique of English writing can assess the students' progress of writing ability to the good writing with the writing test as indicated by the significant difference



between the mean score of the diagnostic test and the result of the cycle I to cycle II as shown in the following table.

Table 9. The students' Improvement in Writing Ability

Variables	Students' Score			Improvement		
	D. Test	Cycle I	Cycle II	D.T \Rightarrow C.I (%)	C.I \Rightarrow C.II (%)	D.T \Rightarrow C.II (%)
Organization	63.93	67.97	71.53	6.35	5.24	11.88
Content	63.88	66.48	71.29	4.07	7.21	11.59
$\sum \bar{X}$	127.81	134.45	142.82	10.42	12.45	23.47
\bar{X}	63.90	67.22	71.41	5.21	6.22	11.73

The table above indicates that there is improvement of the students' writing skills from D-Test to cycle I and cycle II, which in D-Test the students' mean score 63.90 and categorized as fairly good achievement. After evaluation in cycle I the students' writing skill becomes (67.22%) and categorized as fairly good and cycle II (71.41) which categorized as good. The improvement of students' writing skill achievement from D-Test to cycle I (5.21%). There is also significant improvement of the students' writing skills from cycle I to cycle II (6.22%) and in D-test to cycle II (11.73%). The table above proves that the use of Brain-Sketching technique in teaching and learning process is able to improve the students' writing skills after taking action in cycle I and II where the students' achievement in cycle II is greater (cycle II > cycle I > Diagnostic-Test).

4. Implementation of Brain-Sketching Technique during Cycle I and Cycle II.

The teacher conducts planning before the action, where teacher prepared the lesson plan through implementing Brain-Sketching technique, teaching material, and evaluation for students. The activity in action stage for cycle I is the implementation of the lesson plan. It means that the implementation of every steps of the learning process through Brain-Sketching technique which have been arranged in the planning stage. Firstly, the teacher explains briefly about the mechanism of Brain-sketching technique. Secondly, the Teacher delivered competency that the students want to achieve. Thirdly, the teacher asked the students make a group 4-8 student. Fourthly, each student in the group sits around a table or in a circle of chairs the problem statement is agreed. Fifthly, the students



in the group discussed until understood. Sixthly each student drew one sketch and the students take the sketch passed on the person on their right then develop the idea in their friends sketch. Seventhly the teacher asked the students to describe their sketch into descriptive text. Eighthly the teacher collected the student's paper. The last, the process of Brain-Sketching technique, teacher is suggested to give correction toward students' mistakes if the students do not respond correctly and if the result of the students' scores do not achieve the target then cycle II will be taken.

The activity in the second cycle is almost same with the first cycle. Where, before taking action, the teacher previously makes planning and implies it in the action stage. The difficulty that the researcher finds in cycles I that the students still difficulty to get idea and organize their writing to be a good descriptive text.

Besides that, the result of their writing is also influenced by their mood and interest to the topic specifically and the writing lesson generally. By considering those aspects, the teacher tries to make them more enjoy by giving them a game and jokes before starting the material. She finds also that the students can be more understand about descriptive text. Finally, the students' mean score can achieve the target score. The teacher concludes that the students' writing mean score based on the elements of organization and content that the target has been said in the chapter I could be achieved.

Discussion

In this part, the discussion covering the interpretation of finding derived from the result of findings is based on the problem statement, they are: 1) how is the student's improvement of the content in descriptive text in writing through Brain-Sketching technique at the eleventh grade students of Senior High School of Unismuh Makassar? 2) How is the student's improvement of the organization in descriptive text in writing through Brain-Sketching technique at the eleventh grade students of Senior High School of Unismuh Makassar?

The implementation of Brain-Sketching technique could improve the students' content in writing ability. The table 1 indicated that the improvement of the students' skills to write descriptive text through Brain-Sketching technique has an effective effect. Where, the teacher finds in the diagnostic test of content that



the students get score 63.88, but after implies Brain-Sketching technique the students get mean score about 66.48 in the cycle I and 71.29 in cycle II. It means that the target has been achieved. The table above shows that the improvement of the students' content in diagnostic-test to cycle I is 4.07%, the improvement of students in cycle I to cycle II is 7.21% and improvement in diagnostic-test to cycle II 11.59%. The assessment of cycle II is greater than cycle I and diagnostic test ($71.29 > 66.48 > 63.88$) and classified as good. And then, improvement from D – test to cycle II is greater than D – Test to cycle I ($11.59\% > 4.07\%$) and classified as fairly good to good.

After implementation of Brain-Sketching technique could improve the students' organization in writing ability. The table 2 indicated that the improvement of the students' skills to write descriptive text through Brain-Sketching technique has an effective effect. Where, the teacher finds in the diagnostic test of organization that the students get score 63.93, but after implies Brain-Sketching technique the students get mean score about 67.97 in the cycle I and 71.53 in cycle II. It means that the target has been achieved. The table above shows that the improvement of the students' organization in diagnostic-test to cycle I is 6.35%, the improvement of students in cycle I to cycle II is 5.24% and improvement in diagnostic-test to cycle II 11.88%. The achievement of cycle II is greater than cycle I and diagnostic test ($71.53 > 67.97 > 63.93$) and classified as good. And then, improvement from D – test to cycle II is greater than D – Test to cycle I ($11.88\% > 6.35\%$) and classified as fairly good to good.

The table 3 shows that the students' writing organization before the implementation Brain-sketching technique (diagnostic test) is fairly good (63.93), but after implementation the Brain-sketching technique, their writing improves in which the result of cycle I (67.97) is greater than diagnostic test ($67.97 > 63.93$). this means that there is improvement of the students' writing organization from diagnostic test to cycle 1 (6.35%) but it is still classified as fairly good, so the researcher has decided to organize cycle II by doing several revised activities in cycle II, so the result of cycle II (71.53) is greater than cycle I ($71.53 > 67.97$). it is classified as good. This means there is improvement of students' writing organization from cycle I to cycle II (5.24%), diagnostic test to cycle II (11.88%).



The implementation of Brain-Sketching technique could improve the students' writing ability. The table 3 indicates that the students' mean score is improve from D-Test to cycle I and cycle II, which in D-Test the students' mean score (63.90) and categorized as fairly good achievement. After evaluation in cycle I the students' writing skill becomes (67.22%) and categorized as fairly good and cycle II (71.41) which categorized as good. The improvement of students' writing skill achievement from D-Test to cycle I (5.21%). There is also significant improvement of the students' writing skills from cycle I to cycle II (6.22%) and in D-test to cycle II (11.73%). The table above proves that the use of Brain-Sketching technique in teaching and learning process is able to improve the students' writing skills after taking action in cycle I and II where the students' achievement in cycle II is greater (cycle II>cycle I>Diagnostic-Test). Based on the findings above the target (70.00) can be achieved in cycle II, with several reconstruction activities in the cycle II.

CONCLUSION

1. Brain-Sketching Technique as one of the techniques in teaching is able and significant in improving the students' ability in writing descriptive text at the Eleventh grade students of Senior High School of Unismuh Makassar.
2. The implementation of Brain-Sketching technique can improve the students' ability to write descriptive text because this technique is making different ways in teaching and learning process.
3. The implementation of Brain-Sketching technique has a good effect because this technique makes the students more active to arrange their thoughts.
4. The result shows that before giving implementation the researcher gives the students diagnostic test and the mean score of diagnostic test is 63.90 as classification "fairly good". Then the researcher conducts the first cycle and the second cycles, and the result shows that the students' scores in the first and second cycles improve. In the first cycle, the mean score of students is 67.22 as classification "fairly good", meanwhile the mean score of students in the second cycle is 71.41 as classification "good". The students' improvement from the Diagnostic test to the cycle I is 5.21%, cycle I to the cycle II is



6.22%. So, the improvement from Diagnostic test to cycle II is 11.73%. Based on the findings above, the suggestions are stated as follows:

1. The teacher should present various techniques in teaching writing in order to make the students more interested in the writing skills, especially in writing descriptive text.
2. It is suggested that the English teachers apply Brain-sketching technique as one of a good alternative ways in writing skill.
3. The students are expected to improve their intensity in learning writing through Brain-sketching technique.
4. It is suggested to the English teaches that they maximize the English writing skill by guiding the students in learning and teaching writing process.
5. For the next researchers, they are suggested that they apply this technique in other components of writing such as: language use, vocabulary, and mechanics.

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